

*Council for the Advancement of Standards
in Higher Education*

CAS Self-Assessment Guide for
Service-Learning Programs



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CAS

Self-Assessment Guide Service-Learning Programs

June 2009

Part 1. Mission

The primary mission of Service-Learning Programs (S-LP) is to engage students in experiences that address human and community needs together with structured opportunities for reflection intentionally designed to promote student learning and development.

S-LP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. S-LP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
1.1 The mission reflects a focus on the engagement of students in experiences that address identified needs.	1
1.2 The mission addresses the importance of intentional, structured opportunities for reflection.	1
1.3 S-LP develops, disseminates, and regularly reviews its mission.	1
1.4 S-LP implements its mission.	1
1.5 The mission statement is consistent with that of the host institution.	1
1.6 The mission statement is consistent with professional standards.	1
1.7 S-LP incorporates learning and development outcome domains in the mission statement.	1

Part 1: Mission Overview Questions

A. What is the program mission?

There is not currently an established mission statement for Service Learning programs for the Office of Student Affairs.

B. How does the mission embrace student learning and development?

There is not currently an established mission statement for Service Learning programs for the Office of Student Affairs.

C. In what ways does the program mission complement the mission of the institution?

This program complements the mission of SFA through the connection with SFA's Strategic Plan 2013. Initiative 5 of the Strategic Plan includes two strategies related to service learning and volunteerism: 3) Enhance reflective components of co-curricular community service and civic engagement projects to increase learning benefits; 5) Increase service learning opportunities in each college. Though this area does not have its own mission statement yet, programmatically we support the continued efforts of these initiatives in the Strategic Plan. In addition, the mission statement of Stephen F. Austin State University calls for a dedication to excellent in service (in addition to several other elements).

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
2.1	S-LP promotes student learning and development outcomes that are purposeful and holistic	3
2.2	S-LP promotes outcomes which prepare students for:	
2.2.1	satisfying and productive lifestyles	2
2.2.2	work	3
2.2.3	civic participation.	4
2.3	S-LP provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked. List student learning and developmental outcomes in space provided.	
2.3.1	knowledge acquisition, integration, construction, and application	3
2.3.2	cognitive complexity	3
2.3.3	intrapersonal development	3
2.3.4	interpersonal competence	3
2.3.5	humanitarianism and civic engagement	3
2.3.6	practical competence	3
2.4	S-LP articulates how it contributes to or supports student learning and development domains not specifically assessed.	2
2.5	S-LP explores possibilities for collaboration with faculty members and other colleagues.	4
2.6	S-LP is:	
2.6.1	integrated into the life of the institution	3
2.6.2	intentional and coherent	3
2.6.3	guided by theories and knowledge of learning and development	3
2.6.4	reflective of developmental and demographic profiles of the student population	3
2.6.5	responsive to needs of individuals, diverse and special populations, and relevant constituencies.	4
2.7	S-LP is integrated into both the academic curriculum and co-curricular programs.	4
2.8	S-LP:	

2.8.1	provides opportunities for all participants to define their needs and interests	2
2.8.2	engages students to meet community-defined needs and understand them in the context of community assets	3
2.8.3	articulates clear service and learning goals for all involved	3
2.8.4	is constructed to ensure intellectual rigor	2
2.8.5	has established criteria for selecting productive service sites	3
2.8.6	educates students about the philosophy of service and learning and the characteristics of the community work they will do	3
2.8.7	has established and implemented adequate risk management procedures	3
2.8.8	offers alternatives for students with religious or moral conflicts	NR
2.8.9	engages students in reflection	3
2.8.10	educates students about the difference between perpetuating dependence and building capacity within the community	NR
2.8.11	assesses outcomes for both students and communities	1
2.8.12	provides professional development and support to faculty and staff.	2
2.9	Course credit, when awarded, must include assessment of learning as well as time spent in the activity.	3
2.10	S-LP offerings include a wide range of both curricular and co-curricular experiences appropriate for a diverse group of students.	4
2.11	S-LP collaborates with faculty members and departments in the design and implementation of experiences.	4
2.12	S-LP develops partnerships with community-based organizations to meet their service needs and facilitate student learning.	4

Part 2. Program Overview Questions

A. What are the primary elements of the program?

There are two distinct elements to this program within the Office of Student Affairs – service learning and volunteerism.

The Dean of Student Affairs chairs the Service Learning Advisory Board, which is comprised of student affairs staff and faculty members, appointed by the provost, who represent each of SFA's seven colleges. The board seeks to provide information to faculty members about service learning opportunities. Each faculty member serves as a liaison between the board and their college, and has helped start work groups or committees in their area to define what faculty members are already doing with service learning and how the university can help further support and promote future efforts. In addition, each semester, faculty and staff can apply for a Service Learning Grant through the Office of Student Affairs. These grants seek to provide financial assistance to faculty and staff who seek to add a service learning element to their curriculum or who need financial assistance to supplement their existing efforts to partner service learning projects with the classroom activities. In 2009-2010, the office awarded ten grants over two semesters. Each grant provides the faculty member with up to \$500 to fund travel, supplies, materials, fees, or whatever is needed to put the project into place. The process is competitive – an application is available online, and once the deadline has passed, the university's Service Learning Advisory Board reviews the applications and rates them based on criteria such as connection to the academic curriculum, proposed partnership with a community agency, and reflection/assessment activities. Between 10-20 faculty members have applied for the award each semester. The grant recipients are required to submit a final grant report at the end of each semester which details the results of the reflection and assessment. Members of the Office of Student Affairs also do presentations in classrooms about opportunities for service learning projects.

Volunteer programming is headed up by the Assistant Director for Student Life and one graduate assistant. The primary elements to volunteer programming include the Community Partners Breakfast, Service Saturdays, Martin Luther King, Jr. Day of Service, Alternative Spring Break, and The BIG Event. In addition, SFA is a proud partner of the President's Volunteer Service Award and works to recognize students who qualify for this federally sponsored honor.

- Community Partners Breakfast – Held during Welcome Week each fall and early in the spring semester. This breakfast is open to all students, faculty and staff, and all community partners in the Nacogdoches area are invited to attend. The program always features faculty who were awarded service-learning grants the

previous semester – the faculty member presents a short slideshow or computer-assisted presentation to highlight the successes of their grant-funded project. This serves a few purposes by showcasing our faculty members who have successfully integrated service learning in their classroom, promoting the availability of the service learning grant to faculty who were previously unaware, and showing students in attendance the kinds of projects that are happening on campus and encouraging them to ask their professors to integrate service learning into their courses.

- Service Saturdays – Held each full month during the fall and spring semesters for a total of six per year. Each Service Saturday is designed to be a stand-alone experience that partners students with a different community partner or different project each month. This year we partnered with Keep Nacogdoches Beautiful for Texas Trash-Off and Make a Difference Day, Habitat for Humanity for lot clearing and house construction, GODTEL (Nacogdoches' only homeless shelter) for painting and cleaning, and Head Start for painting and refurbishment of their Project Turnaround facility. At each event, a representative from the community partner always speaks to the students about the value of their service to the organization, as well as discussing the mission and purpose of the community agency.
- MLK Day of Service – The Office of Student Affairs was awarded a grant this year from the North Carolina Campus Compact to support an MLK Day of Service program. The focus of this year's event was education, and more than 200 students took part in 11 service projects with Nacogdoches ISD school campuses on MLK Day, two days before classes began, as well as a cleanup of LaNana Creek, which borders SFA's campus to the east.
- Alternative Spring Break – Previously housed under Multicultural Affairs, this program moved to the Leadership and Volunteerism area this year. Ten students were chosen through an application and interview process to participate, and attended a week-long trip to New Orleans, Louisiana to work with New Orleans Mission, a large homeless shelter, and Habitat for Humanity. The students also participated in three pre-trip meetings and worked together on one of the MLK Day of Service projects.
- The BIG Event – Modeled after Texas A&M's highly successful program, SFA's The BIG Event primarily partners with the Nacogdoches County United Way and the agencies it supports. This year, we also accepted project requests from any individual, family or business in Nacogdoches and the surrounding county. All the projects were completed in one afternoon by approximately 150 students.
- President's Volunteer Service Award – SFA has partnered with the Points of Light Foundation's PVSA program for several years and continues to honor students who complete a minimum of 100 hours of service in a 12-month time period.

B. What evidence exists that confirms the contributions of the program to student learning and development?

Student Volunteerism: Students at SFA are committed to others and participating in community service events. During the 2009-2010 school year SFA students completed 122,416 hours of community and campus service. A survey of 160 students who participated in SFA sponsored service projects during the 2009-2010 reported the following. (data cumulative from 11 different surveys covering 11 events throughout the year).

74.8% of students felt their service helped make a difference in their community.

68% of students felt that they had a better understanding of the needs of their community (94.11% of participants at our community partners breakfast felt they had a better understanding of the needs of their community.)

76.47% of students agreed the community service project will lead to their volunteering more at that service site.

78.02% of students who identified themselves as student leaders felt their experience as a student leader has made them more involved in community service and serving others.

92.49% of our students surveyed said they had performed some type of community service in the past year. (of the

31% of students who reported NOT being involved in a student organization 64% said they had performed some type of community service in the past year).

When asked to articulate their feelings on serving others students generally pointed to an internal reason for volunteering. Common responses included: «because it makes you feel good» / «because I feel it is important» / «It is part of who I am» and «I like to help people»

Other popular responses included «when you get to go to college it is your responsibility to help others» / «I think we are just expected to help out, college students have always been known for volunteering»

When asked to think about the issue they were addressing a majority of students were not aware of the extent of the issue:

«I knew that Nacogdoches has a homeless issue but I just never knew how much» / «To go and see after so many years the problems New Orleans still has, its really hard to see» / «I think we need to see that other people need a good home, I think as college students we take for granted we will always have the same.»

A number of students reflected on their own situations as a motivation to help out: «As a kid we did not have much so I volunteer to help pay it back, what I got» / «When you grow up like this (in poverty) you know that you need to help out so that maybe you can help others.»

C. What evidence is available to confirm achievement of program goals?

In 2008-2009, SFA students, faculty and staff reported 87,000 hours of community service. In 2009-2010, the number of reported hours went up to 122,780. More than 200 students participated in our MLK Day of Service program, and more than 150 students participated in The BIG Event. Each Service Saturday had between 15-50 participants, depending on the weather and activity.

- Alternative Spring Break reflection results: The ten students who participated in the ASB program all reported learning something about the city of New Orleans and the populations we worked with in addition to feeling good about their service. They also all reported a desire to continue being involved in volunteer activities. Some of the more impactful reflections include:
 - “I think the way I feel about the homeless has changed a lot. Instead of sympathy like I had before, I have more compassion for their situation.”
 - “From this trip, I have decided to do more volunteer opportunities throughout the year and to get my family involved as well.”
 - “I have learned about the culture of New Orleans and about the lingering effects of Katrina.”
 - “I look at service/volunteering as something that is much needed and truly makes a difference. Before I thought of it as just an act of kindness. It really does change lives and helps those in need as well as the community.”
 - “I have become more aware of how serious (an impact) the hurricane had on the residents and I am proud to say I am less ignorant than I was a week ago.”
 - “I was the one who, upon meeting a stranger, would ask, ‘Were you born/raised here?’ to see if I could slickly get their “Katrina story” out of them. I felt like I helped to get some more anger/frustration/sadness out of them by listening to their stories.”
 - “I have learned how to get thrown into a group and work together for a common goal.”
- MLK Day of Service reflection results:
 - 82 percent of survey respondents said they felt their work made a difference for Nacogdoches ISD schools
 - 78 percent responded they felt their work made a difference in the community
 - 93 percent said they would attend future “day of service” eventsSome of the more impactful reflections:
 - “The best gift that you can give is your time. Plus you are either a part of the problem or apart of the solution.”
 - “I learned that giving back isn't that hard... the hard part is making an effort to get off your backside and do it. Because once you get there I promise you will enjoy it.”
 - “I learned that I was able to help out the community and I know that the children of NISD will benefit from it. Martin Luther King's purpose was to get everybody, whether black or white, to work together and accomplish something so I felt that MLK day of service was one of the best way to demonstrate it.”
- Community Partners Breakfast (spring 2010):
 - 94 percent of survey respondents said they learned of an area of need in the community that they were previously unaware of, and the same number also said they planned to follow up with one of the agencies regarding these needs
 - 90 percent of faculty/staff who attended said they clearly understood what service learning meant and how to apply it in their classroom

- President's Volunteer Service Award
 - 150 students earned the bronze award (100-174 hours)
 - 40 students earned the silver award (175-249 hours)
 - 57 students earned the gold award (250+ hours)

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
3.1 S-LP leaders:	
3.1.1 articulate a vision and mission for the program	1
3.1.2 set goals and objectives based on the needs of the population and desired student learning and development outcomes	3
3.1.3 advocate for the program	4
3.1.4 promote campus environments that provide meaningful opportunities for student learning, development, and integration	4
3.1.5 identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement	3
3.1.6 advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	4
3.1.7 initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area	3
3.1.8 apply effective practices to educational and administrative processes	3
3.1.9 prescribe and model ethical behavior	4
3.1.10 communicate effectively	4
3.1.11 manage financial resources, including planning, allocation, monitoring, and analysis	4
3.1.12 incorporate sustainability practices in the management and design of programs, services, and facilities	3
3.1.13 manage human resource processes including, recruitment, selection, development, supervision, performance planning, and evaluation	4
3.1.14 empower professional, support, and student staff to accept leadership opportunities	3
3.1.15 encourage and support scholarly contribution to the profession	1
3.1.16 integrate appropriate technologies into programs and services	3
3.1.17 know federal, state/provincial, and local laws relevant to the programs and services	4
3.1.18 ensure that staff members understand their responsibilities about laws and offer appropriate training	4
3.1.19 develop and continuously improve programs and services in response to the changing needs of students and other populations and the evolving institutional priorities	3
3.1.20 recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions.	3

Part 3. Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

The Assistant Director for Student Life, Jamie Bouldin, holds a bachelor's degree in journalism from SFA and a master's degree in college student personnel from The University of Tennessee. She has worked in higher education and student affairs programming as a graduate assistant and professional staff member for three years.

Randi Cooper, the student affairs graduate assistant, is a graduate of SFA with a bachelor's degree in political science. Randi entered AmeriCorps for two years after she graduated, serving all over the country in a variety of volunteer capacities before ending up in New Orleans working for the St. Bernard Project for a year as an AmeriCorps Vista. Randi's wealth of experience in AmeriCorps has proven invaluable in planning and executing volunteer projects as well as developing positive working relationships with community agencies.

The Service Learning Advisory Board is made up of representatives of all six university colleges and includes Dr. Adam Peck as the chair. Dr. Peck brings over 10 years of student affairs experience including coordinating the service learning grant program at St. Louis University. His leadership has helped to develop a culture of service learning on our campus and has helped to facilitate a growth in service learning grant opportunities.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

The Dean of Student Affairs office has empowered the Office of Student Affairs programs to coordinate and facilitate service and service learning projects. In the past three years funding for this program has doubled. The service learning advisory board was commissioned and supported through the Provost's office and is empowered by the Vice President for University Affairs.

C. How are program leaders accountable for their performance?

Service and service learning program administration is outlined as a performance expectation for the Assistant Director of Student Affairs and the Director of Student Affairs. Funding for this program is tied directly to performance outcomes of the program.

D. What leadership practices best describe program leaders?

The service and service learning program is only successful through a collaborative leadership collective. Without the cooperation of SFA faculty and staff then our service grant programs would not be successful. Student organizations are also instrumental to our success. Through a consistent recruitment effort the dozens of projects we coordinate each year would not be possible.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
4.1	S-LP is staffed adequately with personnel qualified to accomplish the mission and goals.	2
4.2	Procedures are in place for staff selection, training, and evaluation.	3
4.3	Expectations for supervision are set.	3
4.4	S-LP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.	2
4.5	Professional staff members hold earned graduate or professional degrees in fields relevant to the positions held or possess an appropriate combination of educational credentials and related work experience.	3
4.6	Interns are qualified by enrollment in an appropriate field of study and by relevant experience.	3
4.7	Interns are trained and supervised by professional staff holding credentials and related work experience appropriate for supervision.	3
4.8	Student employees and volunteers:	
4.8.1	are carefully selected, trained, supervised, and evaluated	3
4.8.2	are educated on how and when to refer those in need of additional assistance to a qualified staff member	2
4.8.3	have access to a supervisor for assistance in making judgments	3
4.8.4	have clear and precise job descriptions, pre-service training, and continuing staff development	3
4.9	Employees and volunteers receive specific training on institutional policies and privacy laws regarding access to student records and other sensitive institutional information.	3
4.10	S-LP:	
4.10.1	has adequate technical and support staff to accomplish the mission	1
4.10.2	has adequate technical and support staff who are qualified to perform the job functions	1
4.10.3	requires professional and support staff to be knowledgeable about ethical and legal uses of technology	3
4.10.4	has training and resources to support performance of assigned professional and support staff responsibilities	2
4.11	S-LP staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.	3
4.12	S-LP:	
4.12.1	ensures that personnel are trained in emergency procedures, crisis response, and prevention efforts	4
4.12.2	ensures that prevention efforts address identification of threatening conduct or behavior of students, faculty members, staff, and others	4
4.12.3	has a system or procedures for responding to threatening situations, including but not limited to reporting to appropriate campus officials.	4
4.13	Salary levels and benefits are commensurate with those of comparable positions within the institution, similar institutions, and geographic area.	3
4.14	Position descriptions for all staff members are maintained.	3
4.15	Hiring and promotion practices are fair, inclusive, proactive, and non-discriminatory.	3
4.16	Regular performance planning and evaluation of staff members are conducted.	3
4.17	S-LP provides access to continuing and advanced education and professional development	3

opportunities.	
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Part 4. Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

The Service and Volunteer program recently expanded their staff to include one full-time and one graduate assistant. There are no further plans for expansion at this time.

B. In what ways are staff members' qualifications examined and their performance judged?

The Assistant Director takes part in the annual performance review with the Director of Student Affairs, which includes a self-assessment and a follow-up discussion with the Director to discuss the employee's rating by supervisors and areas for improvement. The Director also checks in on the program regularly and remains abreast of the program's activities and areas for improvement.

Part 5. Ethics

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
5.1	S-LP has a statement of ethical practice that is published and reviewed periodically.	3
5.2	S-LP staff members adhere to the principles of ethical behavior.	3
5.3	All participants in service-learning activities are held to the same ethical standards as S-LP staff members.	3
5.4	New staff members are oriented to the statement of ethical practice.	3
5.5	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and statement of ethical practice.	3
5.6	Information contained in students' education records is never disclosed without written consent, except as allowed by law and institutional policy.	3
5.7	Information judged to be of an emergency nature is disclosed to appropriate authorities when an individual's safety or that of others is involved.	3
5.8	S-LP staff members:	
5.8.1	comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals	3
5.8.2	avoid personal conflicts of interest or appearance thereof in transactions with students and others	3
5.8.3	ensure the fair, objective, and impartial treatment of all persons with whom they interact	3
5.8.4	ensure that funds are managed in accordance with established institutional accounting procedures and fiscal policies.	3
5.9	S-LP promotional information is accurate and free of deception.	4
5.10	S-LP staff members:	
5.10.1	perform assigned duties within the limits of training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	4
5.10.2	confront and otherwise hold accountable others who exhibit unethical behavior	4
5.10.3	practice ethical behavior in the use of technology.	4
5.11	Those responsible for supervising service-learning activities carefully monitor student performance and alter placements when necessary.	3

Part 5. Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

The Office of Student Affairs has adopted the ACPA Statement of Ethical Principles and Standards. These standards also apply to our service and volunteer programs.

B. What is the program's strategy for managing student and staff member confidentiality and privacy issues?

Access to student information is limited to those staff members with a legitimate need for the information, and all access to that information is governed by the policies and procedures at SFA. We follow all guidelines outlined by FERPA.

C. How are ethical dilemmas and conflicts of interest managed?

Ethical dilemmas and conflicts of interest are discussed with supervisors to determine the appropriate course of action that is in line with SFA's policies and procedures, as well as the ACPA Statement of Ethical Principles and Standards.

D. In what ways are staff members informed and supervised regarding ethical conduct?

All SFA staff members are informed of SFA's policies regarding ethical conduct during Human Resources training, and it is expected that all staff members adhere to ethical practices in their positions.

Part 6. Legal Responsibilities

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
6.1	S-LP staff members:	
6.1.1	are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities.	3
6.1.2	inform users and officials of legal obligations and limitations associated with implementing the program.	2
6.2	S-LP has written policies on all relevant operations, transactions, or tasks that have legal implications.	ND
6.3	S-LP staff members:	
6.3.1	do not participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment	3
6.3.2	use reasonable and informed practices to limit the liability exposure of the institution and its personnel	3
6.3.3	are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if coverage is not provided by the institution.	2
6.4	Faculty and staff members engaged in service-learning:	
6.4.1	use reasonable and informed practices to limit the liability exposure of the institution and its personnel	2
6.4.2	are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if coverage is not provided by the institution.	2
6.5	Legal advice is available to S-LP staff members as needed to carry out assigned responsibilities.	2
6.6	S-LP staff members and students are informed in a systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND

Part 6. Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

The most pressing legal issue faced by the service learning and volunteerism areas are risk management issues. We regularly consult with SFA's General Counsel to ensure that our waivers are sufficient to protect both the student and the University when students participate in SFA-sponsored volunteer activities. We also provide waivers to faculty who are engaging students in service-learning projects.

B. How are staff members instructed, advised, or assisted with legal concerns?

Our General Counsel provides excellent guidance on any legal concerns or issues we have faced. They review and edit our waivers and paperwork to make sure it covers the University's needs and offer suggestions for issues we have faced regarding major programs, such as The BIG Event, which involved multiple partners for service projects, including private citizens and not-for-profit organizations.

Part 7. Equity and Access

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
7.1	S-LP provides services on a fair, equitable, and non-discriminatory basis.	4
7.2	The educational and work environment is free from discrimination on the basis of age, cultural heritage, disability, ethnicity, gender identify and expression, nationality, political affiliation, race, religious affiliation, sex, sexual orientation, economic / marital / social / veteran status, and any other bases included in local, state/provincial, or federal laws.	4
7.3	S-LP:	
7.3.1	provides remedies for imbalances in student participation and staffing patterns	2
7.3.2	ensures physical and program access for persons with disabilities	3
7.3.3	is responsive to the needs of all those served when establishing hours of operation and developing methods of delivery.	3
7.4	Services are available and accessible to distance learner students or arrangements have been made for students to have access to appropriate services in their geographical region.	2

Part 7. Equity and Access Overview Questions

A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?

Our volunteerism and service programs are open to all students and are marketed to numerous student organizations and populations that ensure a diverse and representative participant group at our events. No preferential treatment is given to students for any of our programs. If students need special accommodations or assistance, with advance notice we are glad to make those arrangements so they can participate in our programs. We also consult with our department for students with disabilities to ensure students in need of accommodations can participate in many of our programs.

B. What polices and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of program staff members?

Regarding imbalances in participation among selected categories of students, when we have noticed a lack of participation from a population of students on campus, we actively recruit and market our programs to that area. SFA does not currently have any stated policies to address this issue. In terms of the diverse make-up of our student volunteer population we have not identified a need to address this.

Part 8. Diversity

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
8.1	S-LP:	
8.1.1	nurtures environments that are welcoming to and bring together persons of diverse backgrounds	4
8.1.2	promotes an environment characterized by open communication that deepens understanding of identity, culture, and heritage	3
8.1.3	promotes respect for commonalities and differences in historical and cultural contexts	4
8.1.4	addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	3

Part 8. Diversity Overview Questions

A. In what ways does the program nurture diversity?

Our volunteer programs are very diverse – we captured data on two programs to take a look at the diversity of participants. 74 percent of MLK Day of Service participants were non-white, and 70 percent of the students we took on Alternative Spring Break were African-American. We seek opportunities for students in a variety of areas of interest to appeal to a broad base of students and also to ensure our students have the chance to experience a culture or area they might not be familiar with.

B. How does the program serve the needs of diverse populations?

We accept volunteer projects from a wide variety of agencies and areas. MLK Day of Service was a good example – every school that our students worked with served children that were low income and from minority populations. The only basis we use on whether to advertise volunteer opportunities to students is whether we think the activity is appropriate and safe for our students. We do not discriminate on any other basis against groups that ask for students' help.

Part 9. Organization and Management

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
9.1	S-LP is structured purposely.	3
9.2	S-LP is managed effectively.	4
9.3	Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	3
9.4	Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility.	1
9.5	S-LP uses:	
9.5.1	comprehensive and accurate information for decisions and responds to changing conditions	3
9.5.2	clear sources and channels of authority	2
9.5.3	procedures for decision-making and conflict resolution	3
9.5.4	systems of accountability and evaluation	3
9.5.5	processes for recognition and award.	4
9.6	S-LP aligns policies and procedures with those of the institution and provides channels for regular review.	3

Part 9. Organization and Management Overview Questions

A. What are the institutional organization structures that define, enable, or restrain the program?

The Service learning and volunteer program are nested in the Office of Student Affairs and is considered a student involvement program. Service learning is just one branch of a complete service tree. This allows the university the most flexibility in ensuring funding is targeted to programs and services that have the greatest impact on our students. Also by nesting the program in student affairs it ensures that all of the programs are student focused and have the ability to change and adjust as needed.

B. What protocols or processes are in place to ensure effective management of the program?

The office of student affairs is under the guidance of the Dean of Students Office and all financial, administrative and developmental aspects of the program are overseen by this office. The service learning program has been identified as a central programming element of the dean of students programming portfolio.

Part 10. Campus and External Relations

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
10.1 S-LP reaches out to relevant individuals, campus offices, and external agencies to:	
10.1.1 establish, maintain, and promote effective relations	4
10.1.2 disseminate information about its own and other related programs and services	3
10.1.3 coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote achievement of student learning and development outcomes.	3
10.2 S-LP has:	
10.2.1 procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	2
10.2.2 systems and procedures for disseminating timely and accurate information to students and other members of the campus community during emergency situations	ND
10.2.3 procedures and guidelines consistent with institutional policy for communicating with the media.	3

Part 10. Campus and External Relations Overview Questions

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations?

Community agencies, not-for-profit groups, local media, student center administration/reservations staff, the Service Learning Advisory Board, and other offices within Student Affairs.

B. What evidence confirms effective relationships with program constituents?

Our Community Partners Breakfasts continue to be well-attended by faculty and staff and our community agencies. Local media has run numerous stories on the achievements of our volunteer programming throughout the year. Beginning this fall, the Service Learning Advisory Board will be co-sponsoring the Community Partners Breakfasts to continue strengthening the relationship. We also maintain a listing of current community partners. This listing is updated each year and includes over 60 local and regional non-profit agencies.

Part 11. Financial Resources

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
11.1 S-LP has adequate funding to accomplish its mission and goals.	2
11.2 S-LP demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.	3
11.3 An analysis of expenditures, external and internal resources, and impact on the campus community is completed before:	
11.3.1 establishing funding priorities	3
11.3.2 making significant changes.	3

Part 11. Financial Resources Overview Questions

A. What is the funding strategy for the program?

The program is primarily funded through the allocation of student service fees.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Our volunteer and service-learning programs were able to reach and involve hundreds of students actively in our programs and more than that in reporting their service hours and being recognized for their contribution to the community. We are able to stay on budget and utilize community and sponsor support for the larger programs where more funding is necessary, in addition to collaborating with other on-campus offices to offset costs when appropriate.

The budget is overseen by the Director of Student Affairs and audited by the office for financial affairs at SFA. We are held to the standards for fiscal responsibility set fourth by the university policy manual and the State of Texas.

Part 12. Technology

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
12.1 S-LP has adequate technology to support its mission and goals.	1
12.2 Use of technology in the program complies with institutional policies and procedures and legal requirements.	3
12.3 S-LP addresses security and back up of data.	3
12.4 S-LP chooses technology that facilitates student learning and development and reflects current best pedagogical practices.	2
12.5 Technology as well as workstations and computer labs are accessible to all students, including persons with disabilities.	3
12.6 S-LP provides access to:	
12.6.1 technology policies that are clear, easy to understand, and available to all students	3
12.6.2 instruction or training on how to use the technology	2
12.6.3 information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.	3
12.7 Student violations of technology are addressed in student disciplinary procedures.	NR
12.8 A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology.	3

Part 12. Technology Overview Questions

A. How is technology inventoried, maintained, and updated?

SFA inventories all technology each year, and IT staff is available for any maintenance and updating needs. The division of university affairs maintains a technology support staff to address all technology needs.

B. What evidence exists to confirm that technology is available for all who are served by the program?

Both the Assistant Director and Graduate Assistant have adequate technology to perform their job functions. In addition, all our forms and paperwork for tracking volunteer hours and receiving notification of volunteer opportunities can be found on the service area of the Student Affairs website. We are working toward making all our forms readily accessible for all students.

Part 13. Facilities and Equipment

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
13.1 S-LP has adequate facilities and equipment to support its mission and goals.	2
13.2 S-LP facilities and equipment:	
13.2.1 are evaluated regularly	2
13.2.2 are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	3
13.2.3 provide for security of records to ensure confidentiality of sensitive information	3
13.3 S-LP staff members:	
13.3.1 have the ability to adequately secure their work	2
13.3.2 have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities	2
13.3.3 have access to private space for counseling	3
13.3.4 are trained in safety and emergency procedures for securing and vacating the facilities.	3
13.4 The location and layout is sensitive to the special needs of persons with disabilities.	3
13.5 Expenses related to regular maintenance and life cycle costs are taken into account if capital equipment is acquired.	3

Part 13. Facilities and Equipment Overview Questions

A. How are facilities and equipment inventoried and maintained?

SFA inventories and maintains any equipment and facilities belonging to the university. Any equipment purchased by our program that is not required to be catalogued or inventoried by the university is labeled and stored neatly to provide easy access and knowledge of what supplies we have on hand.

B. What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program?

The Service Learning and Volunteer program follows the university policies and procedures to ensure all aspects of health and safety are followed.

Part 14. Assessment and Evaluation

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
14.1 S-LP has systematic plans and processes to meet internal and external accountability expectations regarding the program as well as student learning and development outcomes.	3
14.2 S-LP conducts regular assessment and evaluations.	4
14.3 S-LP employs both qualitative and quantitative methodologies to:	
14.3.1 determine achievement of mission and goals	3
14.3.2 determine achievement of student learning and development outcomes	3
14.3.3 ensure comprehensiveness.	3
14.4 Data are collected from students and other relevant constituencies.	4
14.5 S-LP evaluates regularly how well it complements and enhances the institution's stated mission and educational effectiveness.	3
14.6 Results of program evaluations are used to:	
14.6.1 revise and improve the program	4
14.6.2 identify needs and interests in shaping direction	4
14.6.3 recognize professional staff performance.	3

Part 14. Assessment and Evaluation Overview Questions

A. What is the comprehensive assessment strategy for the program?

Most of our volunteer program participants receive an electronic Student Voice post-event assessment link to complete. Some of the programs are assessed using evaluations on paper at the end of the event. Assessments are then read and evaluated by staff for effectiveness of meeting learning outcomes and planning for future events.

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?

We collect volunteer data from our student volunteers to include the number of hours served, the amount of donations collected and student interviews where students can vocalize how they have been changed as a result of their participation. We have collected volunteer hours for the past five years and matched them with volunteer opportunities in the community. An effort is being made in 2010-2011 to better understand how these hours are truly distributed.

C. How are student learning and development outcomes determined to ensure their level of achievement?

We coordinate our learning outcomes with the learning outcomes sets by the Dean of Student Affairs. We develop our outcomes statements based on these outcomes. In 2009-2010 they were:

Citizenship:

As a result of involvement in student affairs programs, students will express an increased commitment to serving others and understanding the needs of their community.

Communication:

The Student will... display an array of effective communication skills including clarity of message, completeness and professionalism.

Ethics and Values:

The Student will... be able to articulate a sense of their own core values and act in congruence with those stated values.

Leadership:

The Student will... be able to lead others to shared goal.

Scholarship:

The Student will... perform better in the classroom than their peers and be able to connect classroom material to their student involvement.

Wellness:

The Student will... express improvement in their own personal wellness and identify ways to conduct themselves in a healthy manner. to other students. personal wellness and identify ways to conduct themselves in a healthy manner.

Each learning outcome is not designed to measure learning specifically for service and volunteerism. We attempt to measure learning in all of our sponsored programs.

CAS

Work Form A

Assessment, Ratings, and Significant Items

INSTRUCTIONS:

Step One: This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion statement by the team members, and record the following in the form below:

- **Discrepancies:** Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths:** Item numbers(s) for which all participants have given a rating of 4, indicating agreement that the criterion is Fully Met.
- **Needed Improvements:** Item numbers for which all participants have given a rating of 1, indicating agreement that the criterion is Not Met.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated Minimally Met or Well Met. Items rated NR because of lack of evidence to support a rating should be listed in Needed Improvements.

Step Two (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

Part Number	Part	Discrepancies	Strengths	Needed Improvements
1	Mission			1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
2	Program		2.2.3, 2.5, 2.6.5, 2.7, 2.10, 2.11, 2.12	
3	Leadership		3.1.3, 3.1.4, 3.1.6, 3.1.9, 3.1.10, 3.1.11, 3.1.13, 3.1.17, 3.1.18	3.1.1, 3.1.15
4	Human Resources		4.12.1, 4.12.2, 4.12.3	4.10.1, 4.10.2
5	Ethics		5.9, 5.10.1, 5.10.2, 5.10.3	
6	Legal Responsibilities			
7	Equity and Access		7.1, 7.2	
8	Diversity		8.1.1, 8.1.3	

9	Organization and Management		9.2, 9.5.5	9.4
10	Campus and External Relations		10.1.1	
11	Financial Resources			
12	Technology			12.1
13	Facilities and Equipment			
14	Assessment and Evaluation		14.2, 14.6.1, 14.6.2	

Step Two: List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.

1.

1.1 – The mission reflects a focus on the engagement of students in experiences that address identified needs.

1.2 – The mission addresses the importance of intentional, structured opportunities for reflection.

1.3 – S-LP develops, disseminates, and regularly reviews its mission.

1.4 – S-LP implements its mission

1.5 – The mission statement is consistent with that of the host institution

1.6 – The mission statement is consistent with professional standards

1.7 – S-LP incorporates learning and development outcome domains in the mission statement

Text: These items have not been addressed by the Service Learning Advisory Board and there is not currently a mission statement.

2.

3.

3.1.1 – articulate a vision and mission for the program (see above)

3.1.15 – encourage and support scholarly contribution to the profession – We currently have a service learning grant program. We are hoping to take steps to expand this program.

4.

4.10.1 – has adequate technical and support staff to accomplish the mission – support is for hardware only, support for database management is non-existent.

4.10.2 – has adequate technical and support staff who are qualified to perform the job functions – hardware support is adequate however software support is lacking.

5.

6.

7.

8.

9.

9.4 – Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility – Has not been done and needs to.

10.

11.

12.

12.1 – S-LP has adequate technology to support its mission and goals – addressed.

13.

14.

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Work Form B

Follow-Up Actions

INSTRUCTIONS:

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (Work Form A, Step Two). In the chart below, as *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

Step Three: Describe the current practice that requires change and actions to initiate the change

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
The service learning and volunteer program is in need of an established mission and independent learning outcomes.	Work through the service learning advisory committee to develop and embrace a mission and learning outcomes.	Service Learning Advisory Committee	December 1, 2010
Develop a technology plan to include a more efficient reporting methods and a better way to sort the types of hours reported. The database should also be accessible to all students on-line	Work with IT and technology to develop a reporting program to meet our needs.	Jamie Bouldin	September 1, 2010
The service learning program should strive to add to the research and academic study being done on this subject.	Find areas of success or interest and develop research projects to better understand the effect of SLP on our students.	Michael Preston and Jamie Bouldin	December, 1, 2010
Service Learning web resources need to be updated to provide information for our faculty and staff.	Develop the website to provide more interactive features such as searchable service and agency database, forms for reporting and assessment and resources for more information.	Michael Preston and Jamie Bouldin	May 1, 2011

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Work Form C

Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

Part 1: Mission

1.1 – Work with the service learning advisory board to develop a mission statement. Use this process to address 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Part 2: Program

Part 3: Leadership

3.1.1 – See Part One

3.1.15 – Work on the development of a service learning scholars program to provide incentive for the top service learning contribution. This can be underwritten by the service learning advisory board.

Part 4: Human Resources

4.10.1 – These positions are not adequate for the needs of this program. While our technical support is fine for general support there is a need for more specialized support throughout Student Affairs Programs.

Part 5: Ethics

Part 6: Legal Responsibilities

Part 7: Equity and Access

Part 8. Diversity

Part 9: Organization and Management

9.4 - During the shift from our dated website to utilizing Red Dot the staff needs to monitor materials offered to ensure accuracy.

Part 10: Campus and External Relations

Part 11: Financial Resources

Part 12: Technology

12.1 – Technology is not the problem as much as the support needed to develop online resources.

Part 13: Facilities and Equipment

Part 14: Assessment and Evaluation